

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kathleen McMillen Tate

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Crystal Spring Elementary School

(As it should appear in the official records)

School Mailing Address 2620 Carolina Avenue

(If address is P.O. Box, also include street address.)

City Roanoke State VA Zip Code+4 (9 digits total) 24014-2310

County Roanoke City State School Code Number* 1240020

Telephone 540-853-2976 Fax 540-853-1914

Web site/URL http://crystal.rcps.info/ E-mail ktate@rcps.info

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Rita D. Bishop E-mail: rdbishop@rcps.info
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Roanoke City Public Schools Tel. 540-853-2905

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Todd A. Putney
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 24 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	8	18
K	30	27	57
1	29	29	58
2	27	28	55
3	24	32	56
4	24	28	52
5	29	26	55
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	173	178	351

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 7 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	347
(5) Total transferred students in row (3) divided by total students in row (4)	0.098
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: n/a
8. Students eligible for free/reduced-priced meals: 18 %
 Total number students who qualify: 63

Information for Public Schools Only - Data Provided by the State

The state has reported that 24 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
32 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: CSE students will develop the ability to communicate and function in the world community through technology, writing, public speaking, creative expression, and through visual arts.

PART III – SUMMARY

Crystal Spring Elementary (CSE) is a non-Title I urban school within a diverse socio-economic community. Ninety-two years old, it includes multi-generational community involvement. Many community leaders are graduates of CSE, including Anne Holton, former First Lady of Virginia and current Secretary of Education for Virginia. The community takes pride in the school's history and achievements and has strong alumni involvement.

CSE is a neighborhood school located in South Roanoke and is rich with traditions. Half of the 350 students walk or ride their bikes to school. Teachers escort their walkers to the building entrance each day and have an opportunity to talk informally with parents. A part of our school culture is to develop trusting relationships with our parents and to work collaboratively with the neighborhood businesses. Our school is composed of a brick building and surrounding playgrounds that take up a city block. The parents and community raised money to purchase an artificial turf field on the school site. This playground is known as "Tiger Field" and is the community gathering place for all ages.

CSE supports Roanoke City Schools' philosophy of: "Strong Students, Strong Schools, Strong City." CSE is led by one principal with the support of a leadership team, safety committee, and a strong and active PTA. Crystal Spring takes pride in its academic and extra-curricular accomplishments. We have received the Governor's Award for Educational Excellence in 2009 and 2010, and the Virginia Board of Education's Excellence Award from 2011 through 2014. CSE has been fully accredited and has met AYP each year since 2001.

Our students are active, engaged and motivated learners who take advantage of academic and extra-curricular opportunities. We recognize students' successes through the Honor Roll, The SOL 600 Club, Perfect Attendance, and Star Students of the Month. Our school promotes recreational reading on "Read Across America Day," and by selecting one book that is read together by the school and community. We entertain local authors during our annual Book Fair, and offer a pool party as an incentive for completing a summer reading log. Students also have an opportunity to read for pleasure.

Our students join other students in the division by attending the "RCPS+" Summer Enrichment program. This is a six-week program offered to all (K-8) students in the division. Transportation, breakfast and lunch are provided at no expense to the parents. The emphasis is on STEM (science, technology, engineering and math).

Each year we celebrate the opening of school. Annual events include: The Blessing of the Schools, the Back to School Extravaganza, preschool and kindergarten orientations, open house, an ice cream social, and "Tissues and Tears" for our first-time parents. A back to school assembly is held on the first day of school each year when we introduce school-wide expectations, the discipline plan, and the Bully Pledge. Students also get to meet "Carolina the Tiger," our school mascot.

Our full-time guidance counselor provides weekly lessons and individual and small-group counseling to students. She works with the PTA Outreach Committee to provide weekend snacks, clothing, and school supplies to students.

In addition to weekly P.E. classes, our P.E. teacher facilitates Action Based Learning classes and hosts a running club after school. The students learn how to run properly and train for local 5K races. Students participate in the annual "Fun Run" and field day.

The CSE PTA provides a variety of after-school social activities each month. Within the school day, students participate in social and leadership activities. CSE has a student SCA, and fifth grade students can be school ambassadors. Our former students return one morning a week to volunteer in a group called "Helping Hands," and our fifth grade students mentor our preschoolers with a Buddies Club. Parents, neighbors, and alumni volunteer at our school daily. Volunteers contribute 10,000+ hours each year.

CSE emphasizes the development of the whole child by participating in civic projects. The students' favorite event is the annual Turkey Bowl, a football game. This event has contributed over \$20,000 for the Roanoke Rescue Mission.

Our staff members have received numerous professional recognitions. Two staff members received the McGlothin Foundation Award for Teaching Excellence. Additional awards received include the Miliken Family Foundation National Educator Award, the Virginia Lottery Super Teacher Award, Roanoke City Teacher of the Year, and the USA Today "All USA Teacher Team." One teacher serves as president of the Virginia State Reading Council. Several teachers attend the Margaret Sue Copenhaver Education Institute each summer. Our PTA financially supports professional development and has provided laptop computers to each teacher and Smart Boards for every classroom.

We strive for our students to leave elementary school with a firm academic foundation, a sense of civic pride, and warm memories of their elementary school years.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

CSE bases our curriculum in the core areas of language, math, science, and social studies on the Virginia Standards of Learning (SOL). Teachers focus on the standards, specifically the essential knowledge, to plan lessons. Because Roanoke City Public Schools (RCPS) has a transient population, RCPS dictates pacing to ensure that students who transfer between schools do not miss critical content. Each grade has a daily common planning time, and develops monthly instructional calendars for each core area as a basis for daily lesson plans.

Language: CSE uses the Journeys reading series, which was selected in 2014 by RCPS because it supports the Virginia SOL. Students are taught in heterogeneous groups and receive a balanced reading diet through phonemic awareness, phonics, fluency, comprehension, and vocabulary. Language arts are taught for 120 minutes each day. Thirty minutes are devoted to whole-group reading instruction, 60 minutes to small-group reading instruction, and 30 minutes to language arts and writing. This curricular approach exposes all students to grade-level material, and it allows us to teach each student on his/her instructional level. In this way, we are able to improve the skills of students performing above and below grade level. Spelling is taught through word study because it individualizes instruction through a developmental approach. Believing that handwriting is important to writing and reading skills, CSE adopted the Zaner-Bloser Handwriting Program for grades K-5. Students write daily for a variety of purposes and work through the writing process beginning in kindergarten. Students in grades PK-3 are assessed with the Phonological Awareness Literacy Screening at the beginning and the end of each year. Independent, instructional, and frustration levels are determined for each student in the school twice a year using the Fountas and Pinnell Benchmark Assessment System. To enable each student to access books appropriate to their independent reading level, we are in the process of “leveling” all books in the building. The majority of our students (91%) read at or above grade level by the end of the school year.

Math: CSE teaches the curriculum based on the Virginia SOL and the RCPS pacing guide. Students are taught in heterogeneous groups for 90 minutes each day. This time period allows 60 minutes of whole group instruction, and 30 minutes of guided or independent practice and re-teaching. In this way, we are able to improve the skills of students performing above and below grade level. Skills are taught through whole-group and small-group instruction while emphasizing hands-on learning. Students access material through the use of math journals, games, manipulatives, Smart Board activities, and real-life applications. Math achievement has improved over the past years because teachers place an emphasis on number sense rather than memorization.

Science: CSE teaches the science curriculum based on the Virginia SOL and the RCPS pacing guide. Students are taught in heterogeneous groups for 40 minutes each day. The scientific process is used to extend student thinking and to make predictions, note observations, and form hypotheses. Students learn through self-discovery and experiential activities. The highlight for our fifth graders is the annual “egg drop.” Field trips extend the regular classroom to the real world. Students visit a local quarry, a reservoir, a farm, and the local science museum. The PTA provides second grade students with “Science in a Sack,” a collection of science experiments. Learning through experience improves the skills of students performing above and below grade level.

Social Studies: CSE teaches the curriculum based on the RCPS pacing guide and the Virginia SOL, which includes: history, geography, civics, and economics. Students are taught in heterogeneous groups for 40 minutes each day through experiential learning, making history relevant. These experiences include interactive simulations, group projects, and field trips. Students travel to Jamestown, Pamplin Park, Virginia Museum of Transportation, and a local courtroom. Third graders present historical characters in an annual “wax museum.” Students analyze primary documents and first-hand accounts to help compare and contrast historical events. Teaching history through a plethora of activities incorporating art, music, foods, and dramatization meets the needs of the students performing above and below grade level. Cause and effect is emphasized as a means of understanding history and applying it to today’s world.

CSE has one four-year-old Virginia Preschool Initiative classroom for students living in and out of the CSE attendance zone. The Tools of the Mind research-based curriculum is followed to promote intentional, self-regulated learning. This program covers all developmental domains: cognitive, social-emotional, language, physical, and creative arts. Instructional strategies used in Tools are a combination of child-initiated activities, cooperative paired learning, teacher scaffolding and explicit instruction, individualization through multiple levels of scaffolding, and use of assessment data to individualize needs. The preschool and kindergarten teachers meet weekly to plan a smooth transition from Tools to the Virginia Kindergarten Standards of Learning.

2. Other Curriculum Areas:

CSE strives to have well-rounded students, so it provides all students with a weekly opportunity to have music, art, physical education, library, and guidance. All students can participate in the Chess Club and Odyssey of the Mind. All fifth grade students participate in the school band and learn how to play chimes. Students in grades K-3 have an opportunity to join the after-school Spanish Club; and students in grades four and five take Spanish to earn credit toward their high school diploma.

Each grade level has one performance each year that combines the fine arts with classroom curriculum subjects. Oftentimes these plays support the social studies standards of learning. Our first grade students perform “The Patriotic Performance” to honor our veterans; the second grade performs a play about Egypt; and the third grade students present an historical music performance on civil rights during Black History Month.

CSE received a VH1 “Save the Music” Grant in 2012. The grant provides band instruments for the school. All fifth grade students learn to play an instrument, in addition to learning the chimes, and participate in public performances. All students learn to play the marimba and the guitar. The school division provides an opportunity for the upper grade students (3-5) to attend a performance by the Roanoke Symphony. The PTA provides two cultural events for the students each year. The students have watched plays, listened to poets and jazz, and have been able to participate in a steel drum band.

CSE works collaboratively with The Jefferson Center, a local cultural arts center, to complete “A CD Song Project.” Each student in grades 3-5 participates. The students write songs, put them to music, and record the songs at the Downtown Music Lab. They also design a cover for the CD case. The students complete this project by performing their songs live on The Jefferson Center stage with costumes, choreography, and a live band. They each receive a copy of their CD.

Students in fifth grade participate in The Art Club. Last year’s club designed and painted the snow blade that was used to plow the neighborhood streets. All students in grades K-5 have the opportunity to participate in local, regional, and state art shows. Students have sent their artwork to the Doodle for Google National Art Contest. Artists come to the school to speak to students in all grades, and students have an opportunity to participate in art programs at our local Taubman Museum of Art. CSE students have designed permanent artwork, such as a mosaic of Roanoke City’s landmarks, to hang in the school hallways.

There is an emphasis on physical activity, good nutrition, and mental health through our physical education program. The P.E. teacher uses the Action Based Learning Lab (ABL) for our students in grades K-2. Movement is a strategy that benefits student learning. Research has shown a strong link exists between movement and the development of motor skills and cognitive functioning. The ABL Lab program is used to improve student learning through movement. The program uses stations specifically designed to improve brain function using different motor skills. Students struggling with reading are identified to attend the ABL Lab each day. The students in upper grades work specifically on strength training and many have won the Presidential Physical Fitness Award.

Students in grades K-5 have written and published their own books. Each grade level chooses a theme in which to write. Students write, edit, and illustrate their books, and then they are published in hard-bound form.

Technology is used throughout all of the classrooms. Students use computers for research, writing, and for practicing skills. Teachers maintain web pages and list specific software programs on their porta portals. Teachers assign individual prescriptive skills for students to practice, and are able to track student progress and “time on task.” Teachers use Smart Boards for active learning in the classroom, and personal response systems monitor student responses to questions. Teachers record all student grades on a website, so parents can access their child’s daily grades.

3. Instructional Methods and Interventions:

Instruction is based on high expectations and the assumption that every child can learn. CSE uses the Eight Step Process, which is a data-driven cyclical continuous improvement approach to close the achievement gap. Snapshots are given in the four content areas in grades 3-5 at regular intervals to monitor student progress. The data from the snapshots is evaluated, recorded, and used to plan tutorial or enrichment lessons. Students in grades 3-5 take benchmark tests at the end of each nine weeks to measure progress, and a simulation test at the end of the third nine weeks to assess knowledge in preparation for the SOL tests. The data from simulation tests are used to develop a “20 Day Countdown Plan” to prepare for the SOL.

All teachers use observations and formative and summative assessments to evaluate progress. When students are not meeting expected goals, a process for improvement is initiated immediately. Classroom teachers initially re-teach and revise instruction with individual students or in small groups to document progress.

If a child continues to struggle, the teacher refers to the Response to Intervention (RTI) team, which is comprised of teachers across all grades, special education teachers, specialists, and an administrator. Together they develop measurable strategies to implement in the classroom. Data are collected and reviewed monthly. RTI can lead to dismissal from the process if goals are met or a referral to the School Based Referral Team if interventions are unsuccessful.

School-wide interventions can include tutorials with teachers or volunteers during or after school. The reading resource teacher provides prescriptive instruction for students struggling in reading. The Language Literacy Intervention reading materials, provided by the Journeys reading program, are used to supplement reading instruction. Software programs such as IXL, Flocabulary, and Starfall, are some of the programs students can use to practice math and reading. Parents are a valuable part of our team as they provide support from home.

Teachers regularly attend “Keep up the Pace” training with the division math coordinator. All CSE teachers are expected to complete the Mathematics Methods for the Elementary Teachers graduate course.

Enrichment activities occur in all classrooms. For example, students participate in “The Great Mail Race,” “Read to Feed,” “Pi Day,” and write a class newspaper and Scholastic Book Reviews to extend their learning beyond the standard requirements. One hundred percent of our students who apply are accepted into the Honors Program in middle school.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Composite scores indicate that our test scores in reading and math have improved over the past five years. Reading has improved by three percentage points (92 to 95), and our math scores have improved by four percentage points (95 to 99). Our third grade students have made the most significant gains in reading in the past five years, going from an 87% to a 98% pass rate. This is an 11-point gain. Fourth and fifth grade reading scores have decreased by two points over the past five years, but have made one percentage gain each year in the past two years. There have been significant gains made in the following subgroups: African-American, Free and Reduced, and Gap Group in reading and math. These gains have been made despite the increased rigor and the technology-enhanced test items.

We believe our gains in reading are due to small group instruction and increased “time in text.” Our coordinators from central administration give continuous support as they provide us with a monthly reading instructional calendar, snapshot tests, and quarterly benchmark tests. We are using on-going summative assessments to evaluate our instruction and our students’ progress. Test questions are now “open ended” and require higher level thinking skills. Students receive prompt feedback from their assessments. They evaluate their own test-taking strategies and set goals for improvement.

Our math gains are due to the professional development training our teachers receive. All CSE teachers complete an elementary math graduate class and attend division-wide math meetings. Many of our teachers have completed a Singapore Math Class. We emphasize number sense and mental math in the lower grades, so students no longer are just memorizing math facts. Our vertical grade level meetings have opened our lines of communication and have caused us to raise our expectations.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Instruction is based on high expectations and the assumption that every child can learn. The ongoing assessments that are given provide immediate feedback regarding instruction. Teachers assume that students’ test scores are a reflection of their teaching and not student failure.

Teachers provide formative and summative assessments daily. Benchmark tests are given at the end of each grading period. The data are disaggregated and each teacher develops a mid-course correction plan for each student that did not meet the benchmark or is identified as being “on the bubble.” Students take an SOL Simulation Test in March to predict how they will perform on the SOL tests. These data are used to write a “20 Day Countdown Plan” to assist students with academic and/or test-taking skills.

Particular emphasis is placed on practicing for the rigor of the reading test passages and the technology-enhanced items. Teachers have monthly vertical meetings to let the grade level below them know how the students can be better prepared for math and reading. This has made a significant difference in the school math scores. Second grade students take benchmark tests in math and reading twice a year to prepare for third grade.

CSE has an SOL Committee that provides encouragement and activities during the “SOL Countdown.” They choose a theme each year and conduct a “fun assembly” using SOL questions through a friendly competition between grade levels. We invite the second grade students to attend this assembly to begin to prepare them for the rigors of third grade.

Parents receive benchmark and simulation test scores with their child’s report card that includes a list of SOL weaknesses and suggestions. Teachers invite parents to SOL preparation meetings to share ways they can support their children at home. School-wide benchmark scores are published in the monthly parent newsletter.

Part VI School Support

1. School Climate/Culture

Crystal Spring Elementary is a positive place with a high energy level. Many activities include all students, and some activities are unique to each grade. As students pass from grade to grade, they look forward to participating in the next grade level events.

Our preschool students host a “Derby Day” each May. All students in the school gather on Tiger Field to watch the preschoolers race around the track on their stick horses. Everyone joins in the singing of “My Old Kentucky Home,” and the ladies wear fancy hats.

Kindergarten students learn their colors during the first two weeks of school. All students and staff wear a particular color each day to support the kindergarten students. Parents walking their children to school will even wear the assigned colored shirt to be a part of this school activity.

The first grade students have performed a patriotic program for many years. The songs they sing remain the same, but the choreography and stage decorations change. It is hard for older students to keep from singing along as they reminisce of their days in first grade.

Second grade students are treated to a ride on the “Polar Express” each year in December. The students are surprised to learn that pajamas await them at school one morning. They change into “PJs” and hop aboard the train seats installed in the second floor hallway. They watch the classic movie, are treated to cocoa at Santa’s Workshop, and receive a brass bell reminding them “to believe.”

Third graders learn how to become team players by building time machines during the first week of school. The students are divided into groups and get together to plan and build a time machine. This machine is shared with other classmates as a “getting to know you” activity.

Our fourth grade field trip to Jamestown is a school favorite. Students gather with anticipation at the school at sunrise wearing matching “Tiger” t-shirts with book bags filled with snacks. They travel on a charter bus, tour the historical site of the first settlement in Virginia, and arrive back at school late at night.

Fifth grade is the “ultimate” year at CSE! On promotion day, our fifth graders are led by “Carolina the Tiger” down the first floor hallway lined with all the students and staff for a “Clap Out” send-off to middle school.

2. Engaging Families and Community

Although for safety reasons our doors are always locked, parents and community members know the doors are always open to them. Our door bell “rings” continually throughout each school day as parents, volunteers, and community members arrive at school. Some adults come to share lunch with a loved one, and others come to share their talents and time. Specific events occur each month throughout the school year to engage our families and the community.

August is Open House. Students and parents enter the school on our freshly waxed floors carrying bags of school supplies and wearing huge smiles. They come to give a hug to their old teacher before finding their way to their new classroom.

Grandparents and older neighbors are welcomed to school in October on the last day of the book fair. Students wait with eager anticipation to see their grandparents walk into their classroom! Students entertain their grandparents with activities and serve them punch and cookies.

The fourth Wednesday in November is Turkey Bowl Day! Parents and neighbors gather around Tiger Field to watch the “Jamestown Jammers” play the “Williamsburg Wave” in our annual charity football

game to support The Rescue Mission. Our fourth and fifth grade parents coach the teams. The students present a check to the Rescue Mission at halftime. Fourth graders try “mightily” to beat the undefeated fifth grade team each year!

December is filled with excitement. Students and teachers decorate their classroom doors for our annual holiday door contest. Our local rabbi comes to school to teach the students about the traditions of Hanukkah. All the students gather in the gym wearing pajamas on the morning before winter break to hear the fifth grade band and chimes play and to sing our favorite winter songs.

In January, our parents come to school to help students prepare their books for publishing, and make preparations for the Author’s Tea that is held in early spring. Our school goes to the skating rink after school for a party. Students and their families attend “movie night” on cold February nights.

Spring arrives and the professionals from Junior Achievement come to our classrooms. Members from The First Tee teach the basics of golf, and “Super Kicks” instructors teach us karate techniques. Our assembly on the last day of school is celebrated with a bubble gum blowing contest, the dedication of our yearbook, and our final farewells.

3. Professional Development

Teachers at CSE understand that as professionals they are life-long learners. Throughout the summer and during the school year, teachers participate in professional development activities. Professional activities can be chosen by the teacher through professional growth objectives outlined in their yearly evaluation, or they can be chosen by CSE or RCPS to support a planned new curriculum.

CSE teachers are reflective. They engage in self-evaluation of their instructional methods and often determine areas for their own professional improvement. Since the PTA recently purchased Smart Boards for each classroom, teachers have taken classes either at the local community college, or through the school division, to make the best use their new technology. Other teachers are completing graduate degrees or are working on endorsements in new areas of teaching. Our local reading council recently sponsored a Pinterest workshop and a “Make and Take” workshop at our school. Area music teachers meet at our school quarterly on Saturdays to play instruments and share ideas. Teachers are members and officers of local, state, and national organizations and attend their respective conferences to build and renew professional networks and learn new methods to bring to the classroom. Our PTA financially supports professional development by paying tuition or registration fees for conferences.

The school division sponsors required professional development. Most recently our division purchased a new reading series. Teachers attend monthly reading meetings to first learn the components of the new series and how to use it effectively. They have learned how to administer benchmark assessments and share their use of the series with their colleagues. Math meetings are also required each month to keep teachers informed about “keeping up the pace.” Reading and math meetings are conducted by the coordinators in the RPCS district. The emphasis is on teaching everyone consistently across the school division to improve test scores.

Our school provides professional development “in house.” Each spring, CSE teachers develop a professional development schedule using our own teachers as facilitators. Teachers share information gained from classes or conferences they have attended. Teachers attend these presentations after school hours and earn professional development credit. All teachers at CSE are required to take Math Foundations for Elementary School Teachers. This is a three-hour math class offered within our school division for graduate credit.

CSE teachers exceed the required number of professional development hours each year as proof of their focus as life-long learners.

4. School Leadership

Crystal Spring Elementary has a four-prong leadership model. The principal is the “CEO” of the school, and leads the staff in setting the vision and the mission. The principal is assisted by a leadership team, the PTA Executive Board, and a safety committee.

The leadership team consists of a teacher from each grade level, a resource specialist, parent and principal. This team begins each summer to review the CSE vision and mission, and make plans for the events for the upcoming school year. The team is the first to learn of new initiatives in the school division and helps the principal develop a professional development calendar. The team makes additions and corrections to the school and teacher handbooks. The team meets monthly to report concerns from each grade level; and to make any necessary changes to school policies. Most recently the leadership team developed a scope and sequence for teaching handwriting and keyboarding at CSE. This involved selecting a handwriting curriculum that was purchased with local school funds. They also purchased a software program to “level” all reading books in the school. This leveling effort enables students to more easily locate books on their independent reading level.

The newly-elected PTA Executive Board meets with the principal as the school year ends to plan the PTA schedule for the upcoming school year. Each month the principal meets with the Executive Committee to share academic and safety concerns and to finalize the details of the monthly events. The PTA Executive Board approves money for professional development for the staff members and makes a recommendation to the PTA regarding the expenditure of large sums of money. The PTA is financially responsible for a technology plan to purchase a laptop computer for each teacher; and a document camera, Smart Board, and LCD projector for each classroom. The PTA is currently working on the financial aspects of a plan to replace the artificial turf field that serves as one of our playgrounds.

The Safety Committee is made up of parents, teachers, the SRO officer, and principal. It meets quarterly to review safety concerns and to set a plan for “safety drill week.” The committee completes an extensive safety review of the building and grounds, and writes a safety plan to address potential problems. The school division conducts an annual safety survey that the safety committee reviews and responds to with an improvement plan.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Virginia Standards of Learning (SOL)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2009-2014 Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	98	95	92	94	97
Advanced	61	51	33	77	68
Number of students tested	51	65	63	52	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	71	85	93	90
Advanced	40	43	15	57	30
Number of students tested	10	7	13	14	10
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	100	71	100	89
Advanced	75	0	14	33	56
Number of students tested	4	3	7	3	9
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	95	95	93	98
Advanced	59	53	36	83	70
Number of students tested	46	61	56	40	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Gap Group 1 [Disadvantaged Students + Students receiving Special Education + English Language Learners]					
Proficient and above	92	83	80	84	86
Advanced	39	39	13	58	36
Number of students tested	13	18	15	19	14
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Virginia Standards of Learning (SOL)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2009-2014 Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	100	98	98	96	96
Advanced	74	44	48	75	70
Number of students tested	49	50	48	56	47
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	91	92	83	67
Advanced	60	27	50	58	33
Number of students tested	5	11	12	12	6
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	75	100	75	60
Advanced	50	0	50	75	20
Number of students tested	4	4	2	8	5
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	100	100	100	100
Advanced	75	48	45	74	76
Number of students tested	44	16	40	46	42
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Gap Group 1 [Disadvantaged Students + Students receiving Special Education + English Language Learners]					
Proficient and above	100	92	94	87	82
Advanced	54	23	41	60	46
Number of students tested	13	13	17	15	11
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Virginia Standards of Learning (SOL)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2009-2014 Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	100	94	85	94	95
Advanced	43	17	16	71	80
Number of students tested	49	46	58	51	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	80	58	67	92
Advanced	33	0	0	17	62
Number of students tested	6	10	12	6	13
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	100	83	60	67
Advanced	33	0	0	20	17
Number of students tested	3	2	6	5	6
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	95	84	98	98
Advanced	44	16	18	79	88
Number of students tested	46	38	50	43	48
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Gap Group 1 [Disadvantaged Students + Students receiving Special Education + English Language Learners]					
Proficient and above	100	80	62	78	88
Advanced	38	0	8	33	59
Number of students tested	8	15	13	9	17
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Virginia Standards of Learning (SOL)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2009-2014 Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	98	99	95	83	88
Advanced	54	46	62	56	63
Number of students tested	50	65	63	52	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	89	71	92	64	50
Advanced	22	29	54	21	40
Number of students tested	9	7	13	14	10
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	67	100	67	67
Advanced	0	67	43	0	56
Number of students tested	4	3	7	3	9
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	93	95	85	90
Advanced	58	48	64	63	64
Number of students tested	45	61	56	40	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Gap Group 1 [Disadvantaged Students + Students receiving Special Education + English Language Learners]					
Proficient and above	92	83	87	58	57
Advanced	25	33	47	21	43
Number of students tested	12	18	15	19	14
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Virginia Standards of Learning (SOL)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2009-2014 Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	92	92	95	96
Advanced	39	29	58	52	64
Number of students tested	49	51	48	56	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	80	83	83	83	67
Advanced	40	25	17	17	50
Number of students tested	5	12	12	12	6
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	50	75	50	75	60
Advanced	25	25	0	13	20
Number of students tested	4	4	2	8	5
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	94	93	98	100
Advanced	41	30	60	59	69
Number of students tested	44	47	40	46	42
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Gap Group 1 [Disadvantaged Students + Students receiving Special Education + English Language Learners]					
Proficient and above	85	86	82	80	82
Advanced	31	29	24	20	46
Number of students tested	13	14	17	15	11
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Virginia Standards of Learning (SOL)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>2009-2014 Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	92	97	94	96
Advanced	37	38	52	51	59
Number of students tested	49	47	58	51	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	70	83	67	92
Advanced	50	20	8	17	31
Number of students tested	6	10	12	6	13
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	50	83	67	67
Advanced	33	0	17	17	17
Number of students tested	3	2	6	6	6
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	95	98	60	100
Advanced	37	39	58	20	63
Number of students tested	46	39	50	5	48
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Gap Group 1 [Disadvantaged Students + Students receiving Special Education + English Language Learners]					
Proficient and above	88	73	85	78	94
Advanced	38	27	15	11	35
Number of students tested	8	15	13	9	17
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: